

something to do — (Beschaeftigungstrieb) but develop the creative, productive possibilities (Gestaltungstrieb). Class instruction with common tasks and criticisms coming from the students and then from the teacher communicates understanding of different ways of seeing and of representing, and diminishes the tendency to overestimate one's own work.

It will be clear that this method is meant for mature students. For teaching children we should use other methods.

Life is more important than school, the student and the learning more important than the teacher and the teaching. More lasting than having heard and read is to have seen and experienced. The result of the work of a school is difficult to determine while the pupil is in school. The best proofs are the results in later life, not, for example, student exhibitions. Therefore to us the act of drawing is more important than the graphical product; a color correctly seen and understood more important than a mediocre still-life. It is better to be really able to draw a signboard than to be content with unfinished portraits.

Most of our students will not become artists. But if they know, for example, the capacities of color they are prepared not only for painting but also for the practical use of color in interiors, furniture, clothes. These examples also illustrate the need of an understanding of materials.

We are content if our studies of form achieve an understanding vision, clear conceptions, and a productive will.

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JOSEF ALBERS

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Frontispiece: Study from the Werklehre class  
Plastic construction in paper